

# Program Review Guide

## Palo Verde College

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## Background of the Program Review Process

Program review is based on the principle that Palo Verde College, as an institution of higher learning, must evaluate itself continuously to ensure the highest quality of instruction, instructional support and managerial effectiveness. This principle is derived from various authorities, including past and ongoing professional practices of Palo Verde College, policies of the Palo Verde College Board of Trustees, and standards of accreditation established by the Accrediting Commission for Community and Junior Colleges (ACCJC).

In the *Guide to Evaluating Institutions*, the key guide for institutions to prepare self-study reports as well for accreditation teams whose job is to evaluate them, the ACCJC states:

The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses, quantitative and qualitative data. (II.B.3)

The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency and future needs and plans. (II. A.2.e.)

At Palo Verde College, the program review process applies to both “instructional” and “non-instructional” programs, and includes all programs, departments, units, academic and career and technical education divisions, and operations of the College. The schedule for completion of program review reports was developed by faculty and approved by the Program Review Committee, the College Council and the Board of Trustees.

Overseeing the program review process at Palo Verde College is the Program Review Committee, a constituent-based committee whose job it is to examine program review reports in connection with accreditation and to recommend action to the College Council and to the Board of Trustees

In its administrative procedure outlining the duties of Program Review Committee, the College points out clearly that the Committee’s review process shall “coordinate with the College accreditation process”:

### Charge

The Program Review Committee will oversee the program review process for both instructional and non-instructional programs and make recommendations to the constituent groups and to the Accreditation and Institutional Planning Committee based on the findings from program review. It shall be the intent of the Program Review Committee to complete a review of all instructional, student services, and administrative services programs on a regular cycle that will coordinate with the College accreditation process. Recommendations from program review may be forwarded to the Board of Trustees.

## Membership

The Vice President of Instruction shall serve as chair of the Program Review Committee. Each of the constituency organizations shall select one (1) member to serve on the Program Review Committee.

## Reporting

All members are responsible for making regular reports to their respective organizations. The administrators responsible for Board Policy recommendations that come from the standing committees will forward recommendations to the College Council for review and the Superintendent/President will forward the final recommendation to the Board of Trustees. (*Administrative Procedure 2510, Collegial Governance: Participation in Local Decision Making*, approved by the Board of Trustees January 24, 2006.)

Program review, like the accreditation self-study, is a candid, self-reflective process that is meant to be an ongoing performance appraisal whose goal is to decide upon and implement continuous improvement.

Program review reports, once approved, are housed in the College Library as reference documents for accreditation, subsequent program reviews and other research studies for the College.

## Membership of the Program Review Committee

The Program Committee consists of the following members:

Chair: VP of Instructional Services  
*Ex officio*: ALO/Institutional Researcher-Academic  
*Ex officio*: Institutional Researcher-External  
Academic Senate representative  
Associated Student Body representative  
Classified employee representative  
CTA representative  
Management representative

## Program Review Committee Responsibilities

1. At the beginning of each school year, the Program Review Committee shall:
  - a. Identify programs scheduled for program review according to the Program Review Schedule, and notify appropriate departments and divisions as to the programs set for review.
  - b. Establish and publish a schedule of meeting dates for the Program Review Committee during which the Committee will consider program review reports.
  - c. Establish and publish timelines for submission of completed program review reports to members of the Program Review Committee so that Program Review Committee members receive reports at least two weeks prior to the meeting at which the report is to be considered.
  - d. Schedule and publish dates with the Board of Trustees for program review presentations.”
2. The Program Review Committee shall vote on each program review report: “Accept” or “Return it to the Division.”

## Steps In Completing Program Review

Note: The program review process should begin in the Fall Semester and be ready for final presentation at the Board of Trustees early in the following Spring Semester.

The office of the Vice President of Instructional Services is responsible for monitoring this process:

1. Familiarize yourself with the template appropriate to your division or program—Instructional or Non-Instructional.
2. Schedule periodic meetings with members of your division or program and begin the process of completing the program review report consistent with the appropriate template.
3. When the program review report is completed, arrange to meet and present findings to the Program Review Committee.
4. Once the Program Review Committee approves the report, schedule presentations with the College Council/Strategic Planning Steering Committee and, if the report has fiscal impact, with the Budget Committee for comment, and subsequently, with the Board of Trustees.
5. When approved, program review reports are maintained as reference documents in the College Library.

### Resources for Program Review

1. College Librarian—for program review reports from previous years and from other programs and divisions.
2. Vice President (Instructional Services, Student Services, and Administrative Services)—for guidance and program history.
3. Office of Administrative Services—for financial data.
4. Registrar—for course enrollment data.
5. Institutional Researcher—for guidance, course data, college statistics, surveys.

## Frequency of Program Review

Programs and divisions are required to conduct program review at least once every five (5) years.

Career and technical education programs, in addition to the program review every five (5) years, are required by *California Education Code*, to conduct a program review update every two (2) years.

### Program Review Update for Career and Technical Education Programs

The following excerpt from the *California Education Code* requiring a program review update every two (2) years for career and technical education programs provides a template for the preparation of the update:

Every vocational or occupational training program offered by a community college district shall be reviewed every two years by the governing board of the district to ensure that each program, as demonstrated by the California Occupational Information System, including the State-Local Cooperative Labor Market Information Program established in Section 10533 of the Unemployment Insurance Code, or if this program is not available in the labor market area, other available sources of labor market information, does all of the following:

- (1) Meets a documented labor market demand.
- (2) Does not represent unnecessary duplication of other manpower training programs in the area.
- (3) Is of demonstrated effectiveness as measured by the employment and completion success of its students.

*California Education Code, Section 78016*



## Biannual Review of Career and Technical Education Programs

Reference: *Education Code Section 78016 –see attachment*

### Section 1 – Procedure if Program Meets Established Criteria

Each July, the Occupational Education Manager shall begin the career and technical education review process required by Section 78016 of the California Education Code for fifty percent (50%) of the total career and technical education programs offered by the district, alternating with the other fifty percent (50%) each year. Each career and technical education training program will complete the Career and Technology Education (CTE) program review bi-annually.

As part of the program review process, information will be gathered from the VTEA Core Indicator Reports and County Labor Market Information on the Chancellor's Office web site, as well as local job data, to ensure that the program meets the following criteria:

1. Meets a documented labor market demand;
2. Does not represent unnecessary duplication of other manpower training programs in the area; and
3. Is of demonstrated effectiveness as measured by the employment and completion success of its students.

The Occupational Education Manager shall submit a written summary of the findings with the program review documents to the Program Review Committee (PRC) for approval. If the PRC determines that the program meets the required criteria, the written review will be presented to the Governing Board for approval and made available to the public.

### Section 2 -Procedure if Program Does Not Meet Established Criteria

If the PRC determines that the program does not meet the criteria, the following procedures for the at-risk program shall be implemented:

1. Discipline faculty, career and technical education administrators, advisory committees and the local Academic Senate will analyze the following: enrollment statistics over a minimum of a five (5) year period; labor market information; VTEA core indicator reports for as many years as available; curriculum; pedagogical issues; student support services; physical resources; industry support; faculty adequacy; and budget support.

A written report will be generated delineating the analysis performed.

2. If low enrollment is a major factor, the discipline faculty, career and technical education administrators, advisory committees and the local Academic Senate will develop a plan that emphasizes recruitment, partnerships with industry, counseling services, changes in course scheduling, and articulation of programs to boost enrollment.

If funding is a problem, needs will be identified, prioritized and presented to the district's budget committee.

If labor market information indicates that the program is no longer in demand, consideration will be given to curriculum modifications to add certificate/degree options that make the program viable.

If effectiveness of the program is an issue, a plan will be developed to improve student performance measures.

A written plan will be generated identifying specific steps to strengthen the at-risk program and the level of performance expected in each identified weak area.

3. The program will have until January 1<sup>st</sup>, one year later, to show steps taken toward improvement and levels of improvement attained in the specific areas. This analysis will be documented in a written report and returned by the Occupational Education Manager to the PRC for review.
4. If the program then meets the criteria specified in Section 78016 of the California Education Code, a favorable written summary of the findings of the review will be presented to the Governing Board for approval and made available to the public.

If the program still does not meet the criteria specified in Section 78016 of the California Education Code, a favorable written summary of the findings of the review will be presented to the Governing Board with a recommendation for termination of the program within one year. This summary should include provisions for the affected students and faculty members.

When a decision to phase out a program is made, it should be done so that students currently taking courses toward a certificate or degree can finish their program. If this proves impossible, the district should assist students in revising their education plan and assure application of any credits earned in the discontinued discipline to a related discipline if possible.

The district should provide transfer and/or retraining opportunities for the affected faculty whenever possible.



PROGRAM REVIEW SCHEDULING: 2007-08 to 2011-12

X = Comprehensive Program Review—Every five years

O = Program Review Update for Vocational/Occupational Programs to ensure compliance with California Education Code, Section 78016—Every two years

INSTRUCTIONAL PROGRAMS										
DIVISION	PROGRAM OF STUDY	DEGREE	CERT	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Professional Technologies	Automotive Technology	AS	2	O	X		O		O	X
	Building Technology	AS	1	O	X		O		O	X
	Welding Technology		1	O	X		O		O	X
History, Social and Behavioral Sciences	Social & Behavioral Science	AA						X		
	Alcohol/Drug Studies		3	O		O	X		O	
	Child Development	AS	2	O		O	X		O	
Language Arts and Communications Studies	Arts & Humanities	AA				X				
	Journalism		1		O	X		O		O
Math and Science	Mathematics & Science	AA						X		
	Geographic Information Systems		1		O		O	X		O
Allied Health	Criminal Justice	AS	1	O	X		O		O	X
	Fire Science Technology	AS	5	O	X		O		O	X
	Nursing & Allied Health		8	O	X		O		O	X
Business	Business & Technology	AA								X
	Accounting	AS	1	X		O		O	X	
	Business Management	AS	3	X		O		O	X	
	Computer Information Science	AS	4	X		O		O	X	
	Office Administration	(2) AS	2	X		O		O	X	

PROGRAM REVIEW SCHEDULING: 2007-08 to 2011-12							
Approved by Academic Senate:							
NON-INSTRUCTIONAL OPERATIONS							
	2007-08			2008-09	2009-10	2010-11	2011-12
Student Services					X		
Business Services						X	
Instructional Services, including Needles Center						X	
Maintenance and Operations						X	
Office of the President/Superintendent and Board of Trustees						X	
Learning Skills Center					X		
Library					X		
Distance Education	X						
Non-Credit Programs—Spring Street						X	
MIS/Technology						X	
Child Development Center						X	
*Extended Opportunity Programs and Services (EOPS)							
* Cooperative Agencies Resources for Education (CARE)							
*CalWORKS							
*Disabled Students Program and Services (DSPS)							
*Matriculation							
*Financial Aid							

Program Review Template for Non-Instructional Programs and Operations,  
Revised April 5, 2006

<p>Program Evaluation Summary—To be completed by the Program Review Committee members</p>	<p>A. Evaluate each aspect of the program (very strong, satisfactory, needs improvement, major concern, not applicable): 1) Support of the College Mission; 2) Accomplishments in Achieving Goals Outlined in the Previous Program Review; 3) New Goals; 4) Personnel Summary; 5) Staff Development; 6) Facilities and Equipment; 7) Financial Resources; 8) Strengths/Weaknesses. B. Evaluate the program overall (very strong, satisfactory, needs improvement, major concern)</p>
<p>1 Support of the College Mission</p>	<p>A. Summarize the program in terms of key functions and responsibilities. B. Describe how the program supports the overall mission of the College as adopted by the Board of Trustees. C. Describe, in qualitative and quantitative terms, the population served by the program.</p>
<p>2 Accomplishments in Achieving Goals Outlined in the Previous Program Review.</p>	<p>A. Describe progress in achieving goals outlined in the previous program review, including evidence documenting such achievements. B. Explain modifications of goals outlined in the previous program review, including evidence documenting such modifications. C. Describe specific, documented accomplishments that support and facilitate the achievement and assessment of student learning outcomes, including measures employed to evaluate program effectiveness in achieving such outcomes.</p>
<p>3 New Goals</p>	<p>Outline new goals including an explanation how the program supports the achievement of student learning outcomes, and state timelines for completion, measures for evaluating achievement of such goals, and a process for implementing improvements.</p>
<p>4 Personnel Summary</p>	<p>A. Provide an organizational chart of the program, showing personnel coverage of key functions and responsibilities. B. Are current management and staff adequate to perform functions and responsibilities satisfactorily and to achieve program goals? Explain. C. Describe organizational changes that will improve program performance, provide timelines for the achievement of such changes, and describe measures that will assess the effectiveness of such changes.</p>
<p>5 Staff Development</p>	<p>A. Describe specific professional development activities in which program members participate, and explain how such activities benefit or enhance the program and support and facilitate student learning outcomes. B. Describe areas of unmet professional development needs among personnel in this program, if applicable, and outline plans to address those needs.</p>
<p>6 Facilities and Equipment</p>	<p>A. Are current facilities, such as classrooms, offices and equipment, adequate to support the program? Explain. B. Is available dedicated space adequate to support the program? Explain. C. Is available equipment adequate to support the program? Explain. D. Describe plans for future changes in support facilities or equipment.</p>
<p>7 Financial Resources</p>	<p>A. Provide a financial report showing, for each year of the preceding 3 years, budgeted vs. actual expenditures for each of these line items, at a minimum: Personnel Salaries, Personnel Benefits, Supplies, Contract Services, and Capital Expenditures. Explain deviations from budget exceeding 10% of any line item. B. Describe plans for future budget changes.</p>
<p>8 Strengths and Weaknesses</p>	<p>A. List and comment on the major strengths of the program. B. List and comment on the major weaknesses of the program. C. List recommendations for improving and correcting identified weaknesses.</p>

Program Review Template for Instructional Programs,  
Revised February 12, 2009

<p>Program Evaluation Summary To be completed by the Program Review Committee members</p>	<p>A. Evaluate each aspect of the program (very strong, satisfactory, needs improvement, major concern, not applicable): 1) Support of the College Mission; 2) Accomplishments in Achieving Goals Outlined in the Previous Program Review; 3) Populations Served; 4) Curriculum History; 5) Course Scheduling and Availability; 6) Student Learning Outcomes; 7) Program and Course Coverage; 8) Professional Development; 9) Student Performance and Completion; 10) Enrollment and Financial Trends; 11) Facilities and Equipment; 12) Strengths and Weaknesses; 13) Plans to Remedy Weaknesses; 14) Plans to Advance the Program B. Evaluate the program overall (very strong, satisfactory, needs improvement, major concern)</p>
<p>1. Support of the College Mission</p>	<p>A. State the purpose of program. B. Describe how the program supports the overall mission of the College as adopted by the Board of Trustees. C. Describe the unique institutional goal the program achieves.</p>
<p>2 Accomplishments in Achieving Goals Outlined in the Previous Program Review</p>	<p>A. Describe progress in achieving goals outlined in the previous program review, providing evidence documenting such achievements. B. Explain modifications of goals outlined in the previous program review, providing evidence documenting such modifications.</p>
<p>3. Populations Served</p>	<p>A. Describe the populations served by the program, including special populations. B. Describe other populations that should be served by the program, and describe plans to serve them in the future.</p>
<p>4. Curriculum History</p>	<p>List the courses constituting the program. Of the courses constituting the program, list those courses that have not been successfully offered at least once during the preceding six (6) semesters. Explain why such courses were not successfully offered. Provide a strategy for improving their success, or explain why they should not be removed from the program.</p>
<p>5. Course Scheduling and Availability</p>	<p>Describe how effectively the scheduling process of classes in the program: A. Optimizes class availability for day students, evening students and distance education students. B. Optimizes student learning.</p>
<p>6. Student Learning Outcomes</p>	<p>A. Describe the process by which the program identifies, measures and evaluates student learning outcomes at the course, program and degree levels, and provide evidence that this process is being followed. B. Describe the process by which program improvements are made, and provide evidence that this process is being followed.</p>
<p>7. Program and Course Coverage</p>	<p>A. Describe how effectively courses in the program are covered by: 1) Full-time faculty; 2) Part-time (adjunct) faculty B. Describe ongoing or projected deficiencies in faculty coverage of courses in the program. C. Describe plans to improve program and course coverage, if applicable.</p>
<p>8. Professional Development</p>	<p>A. Describe specific professional development activities in which faculty members in the program participate, and explain how such activities benefit or enhance the program and support and facilitate student learning outcomes. B. Describe areas of unmet professional development needs among faculty in the program, if applicable, and outline plans to address those needs.</p>

9. Student Performance and Completion	<p>A. Display and comment on semester-by-semester course completions in the program over the preceding six (6) semesters. (Course completion rate = A, B, C or CR divided by A, B, C, D, F, CR, NC, W, MW, IP)</p> <p>B. Display and comment on annual degree or certificate completions, if applicable, over the preceding three (3) academic years.</p>
10. Enrollment and Financial Trends	<p>A. Display and comment on semester-by-semester enrollments in program courses over the preceding six (6) semesters.</p> <p>B. Display and comment on annual program expenditures over the preceding three (3) years, as to: supplies, contracts, capital outlay and other non-salary expenses.</p>
11. Facilities and Equipment	<p>A. Are current facilities, such as classrooms, offices and equipment, adequate to support the program? Explain.</p> <p>B. Is available dedicated space adequate to support the program? Explain.</p> <p>C. Is available equipment adequate to support the program? Explain.</p> <p>D. Describe plans for future changes in support facilities or equipment.</p>
12. Strengths and Weaknesses	<p>A. List and comment on the major strengths of the program.</p> <p>B. List and comment on the major weaknesses of the program.</p>
13. Plans to Remedy Weaknesses	Identify specific steps to correct identified weaknesses and provide the timeline by which they are to be corrected.
14. Plans to Advance the Program	Describe other plans that will advance the program.

# CAREER AND TECHNICAL EDUCATION PROGRAM TWO-YEAR REVIEW

Date: \_\_\_\_\_ Program: \_\_\_\_\_

<p><b>1. Purpose of this Program</b></p> <p style="text-align: center;">             Significantly Changed Purpose in the Last Two Years      Minor Changes in Purpose in the Last Two Years      No Changes in Purpose in the Last Two Years         </p> <p style="text-align: center;"> <input type="checkbox"/>-----<input type="checkbox"/>-----<input type="checkbox"/>-----<input type="checkbox"/>-----<input type="checkbox"/> </p> <p style="text-align: center;">(Description, mission, target population, etc.)</p>
<p><b>2. Demand for this Program</b></p> <p style="text-align: center;">             High Demand      Adequate Demand for our Students      Low Demand         </p> <p style="text-align: center;"> <input type="checkbox"/>-----<input type="checkbox"/>-----<input type="checkbox"/>-----<input type="checkbox"/>-----<input type="checkbox"/> </p> <p style="text-align: center;">(Labor market data, advisory input, etc.)</p>
<p><b>3. Quality of this Program</b></p> <p style="text-align: center;">             Highest Quality      Meets Student Needs      Needs Significant Improvement         </p> <p style="text-align: center;"> <input type="checkbox"/>-----<input type="checkbox"/>-----<input type="checkbox"/>-----<input type="checkbox"/>-----<input type="checkbox"/> </p> <p style="text-align: center;">(Core indicators, student outcomes, partnerships, certificates, degrees, articulation, faculty qualifications, diversity, grants, equipment, etc.)</p>
<p><b>4. External Issues</b></p> <p style="text-align: center;">             Benefits From and Contributes to External Issues      Meets Student Needs      Needs Significant Improvement         </p> <p style="text-align: center;"> <input type="checkbox"/>-----<input type="checkbox"/>-----<input type="checkbox"/>-----<input type="checkbox"/>-----<input type="checkbox"/> </p> <p style="text-align: center;">(Legislation, CCCC Mandates, VTEA, Tech Prep, Cal WORKS, WIA, BIG Career Ladders, etc.)</p>
<p><b>5. Cost of this Program</b></p> <p style="text-align: center;">             Income Exceeds Expenditures      Income Covers Expenditures      Expenditures Exceed Income         </p> <p style="text-align: center;"> <input type="checkbox"/>-----<input type="checkbox"/>-----<input type="checkbox"/>-----<input type="checkbox"/>-----<input type="checkbox"/> </p> <p style="text-align: center;">(Enrollment/FTEs generated &amp; in-kind contributions of time/resources minus salaries/equipment/supplies, etc.)</p>
<p><b>6. Two-Year Plan</b></p> <p style="text-align: center;">             Significant Growth Anticipated      On Track for Next Two Years      Need Significant Changes and/or Increased Resources to Continue         </p> <p style="text-align: center;"> <input type="checkbox"/>-----<input type="checkbox"/>-----<input type="checkbox"/>-----<input type="checkbox"/>-----<input type="checkbox"/> </p> <p style="text-align: center;">(Recommendations, project future trends, personnel and equipment needs, etc.)</p>

**Signatures:**

\_\_\_\_\_  
Administrator

\_\_\_\_\_  
Faculty

\_\_\_\_\_  
Faculty

To Board of Trustees on \_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date